
••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: 80 Boylston St., Boston, Mass.
NEW YORK OFFICE: - 285 Fifth Ave., New York City
SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE: - 7 Garrick St., London, W. C. 2. Eng.
AUSTRALIAN OFFICE: - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year; Ten Cents, the copy.

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Vol. III -

SEPTEMBER, 1922

No. 1

The Use of the Graph

By Louis Beck

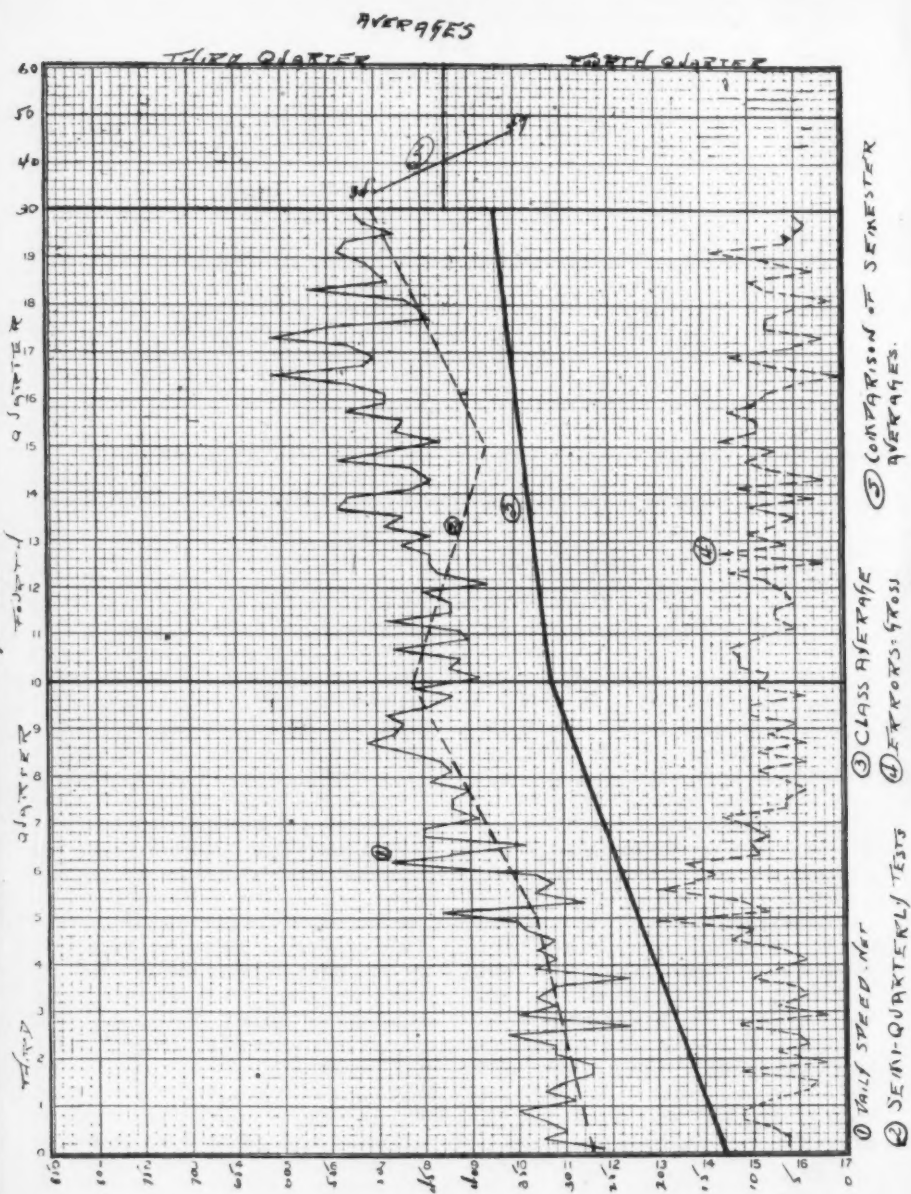
Head of Commercial Department, St. Maries High School, St. Maries, Idaho

ONE of the most useful things which modern business has given to education is the graph. It is true that we of the educational world have had the graph with us for many years, but we kept it between the leaves of a book and refused to recognize it until modern efficiency methods broke upon us.

My first use of the graph was in teaching speed typing. The recording of daily results was a grind which took up a great deal of time, and made a messy record book filled with figures representing daily results from each student. Comparison, except in the most general way was impossible, and the calculation of average class progress presented a staggering problem.

Changing Grind to Graph

This book of figures was but a lengthy, irksome record—it was neither efficient nor inspirational. Times have changed—my present record book is not a regular class record at all, but a manila folder containing a sheet of metric-ruled paper for each student. Daily figures in large classes are recorded on scratch paper, as reported in class, and reduced to graphic form during vacant periods. With small classes this record is kept on a chart chalked on the blackboard, showing names down the left, and week days across the top. This record is transferred once a week, and requires about fifteen minutes for each dozen students. Papers are collected and checked intermittently, but often enough to keep the individual to the idea that his corrections



must be accurate, and double penalty is deducted for each error overlooked by the student.

In beginning typing classes the graph is started as soon as the class

has mastered the keyboard and is able to write

Keeping copy.
the The

Records hori-
zonal

zero line is run across the page about half way up from the bottom. If a student's errors show a minus net speed he is recorded "below zero."

Two separate graphs are kept on each page, one showing the number of mistakes, represented by a dotted line, and the net words by a solid line. My experience with beginners has added

another proof to the psychological value of the graph—the individual, on being shown his chart, invariably exerts himself to pull the dotted line down nearer zero and to push the solid line out of the "below zero" zone.

In advanced typing, four graphs are shown superposed. A dotted line represents the net on a fifteen-minute daily speed test on drill work. A solid line represents another quarter hour speed period on new test material

—from J. N. Kimball's selections. A dotted red line shows monthly results from the regular tests offered by the Typewriter Company.

In addition to this, the average class speed on the first and last days of each quarter are determined and a heavy red line run from one to the other directly across the face of the chart, giving the average class increase spread over the period.

Here again psychology enters. To the average student state require-

Find Graphs Stimulate Better Work

ments mean nothing, especially if he receives only a grade at the end of the period

with nothing to appeal to him in the meantime. It is, however, practically a hopeless case that cannot be improved by the exhibit of a sheet of paper with an irregular line meandering along somewhere below the average set up by his classmates.

In this class, also, the daily grades are recorded on a blackboard chart or on scratch and reduced to statistics weekly. The students are held responsible for getting the grades on the board—being informed that all

The graph of the work of an average individual has been chosen as an illustration rather than either one of the best or one of the poorest. This record was started five months after the student began touch typewriting and shows the first speed test given.

The line covers December to June of this year.

Aside from the ordinary efficiency of graphic records the biggest recommendation for this method is the stimulus afforded by comparison of line three, which of course is constant, with line one in a series of records. The idea was developed from material collected in a bond selling campaign in which a wall chart was used, to stimulate competition among the salesmen.

vacant spaces on the board show as long "v"s on the chart, terminating at zero. As the class never knows what day the papers will be checked, the figures register high in accuracy.

Twice monthly the charts are placed on exhibit in the commercial rooms, and the individual is encouraged to compare his "line" with others.

The private discussion of an unsatisfactory chart with its maker invariably results in increased effort, and nearly always produces a rise of line.

A later use of the graph has been in shorthand. The beginners register a double chart, one line showing results of weekly tests and another the number of errors in daily written work. The student himself is also encouraged to keep a graph showing speed in reading word signs, abbreviated words, vocabulary, etc. against time, only perfect readings being counted.

In advanced shorthand one line shows the number of errors in notes on fifteen-minute tests at given speeds, the other, errors in daily transcripts.

The same general method is applied to bookkeeping grades. Various classes of errors, such as erasures, blots, miscalculations, erroneous entries, etc. are classified and a certain percentage deducted for each. This list is typed and posted. Books are examined weekly in addition to daily class inspections, and the resulting penalty-percentages recorded graphically.

In addition to the daily charts, a test or examination sheet is kept for each class, which is numbered in fives at the top, beginning with 100 at the left and decreasing toward the right to the passing mark, which is lined in red down the page.

Names are given down the left margin of the page. Two horizontal lines for each period are used, black to show daily average, and red, examination grades. Here excellence is denoted by shortness of line, and comparison may be made at a glance.

The use of the same system in spelling and commercial arithmetic

Recording Other Subjects

is obvious, and could also be extended to the remaining "commercial" subjects. Still another advantage is in recording absences and make-up work, absences show as gaps in the line according to classes missed—line is connected as work is made up. At the end of the year the regular report from the department is accompanied by exhibits in graphic form showing the average record in all subjects of each student by months or quarters; another of the class average by months or quarters, showing comparative accomplishments during the year; and a final exhibit consisting of a single line denoting the average of all classes or condition of the department as a whole at the end of stated periods during the school year. Superposed with this, is another like line derived from the files of the previous year, for comparison.

This system of year to year record can be extended to all departments of the public schools, giving a compact, intelligible history which can in a few minutes be reduced to a single sheet for comparative purposes.

The graphic system of grading, consistently carried out, gives clear, readily comprehended records, stimulates both class and individual to greater effort, teaches self-reliance and accuracy, admits of closer daily supervision, and subtracts from the clerical routine of instruction.

N. S. R. A. Speed Contest

Held at New London, Connecticut, August 24, 1922

By Rupert P. SoRelle

THE N. S. R. A. Championship Shorthand Contest this year proved to be an interesting race between Mr. Nathan Behrin, Mr. Swem, and Mr. Schneider, the three finishing in that order. Mr. Behrin deserves great credit for the remarkable records he made in winning the championship cup for the fourth time, but he was compelled to break records to win this year, for both Mr. Swem and Mr. Schneider broke the previous championship records and made it a good race.

Mr. Swem, who has not been in the contests for ten years, tried his skill this year, and his brilliant "comeback" was the sensation of the contest. His winning of second place, after being disassociated from contest work and contest speeds for ten years, and pitted against writers whose daily work is equivalent to contest writing, will go down in the annals of short-

hand history as one of the most remarkable achievements ever recorded. Mr. Swem, along with Mr. Behrin, broke the previous world's records on the 220 literary "take," as well as on the 280 testimony "take"; on the latter writing 279 net words a minute, Mr. Behrin beating him by one word.

Mr. Schneider, who last year when but twenty years of age startled the shorthand world by winning the championship, bettered his records of last year and was close upon the heels of Mr. Behrin and Mr. Swem. It is interesting to note that in his two contests Mr. Schneider has maintained an average accuracy even above that of Mr. Behrin in his five contests. Mr. Schneider has by no means reached the limit of his possibilities.

Following are the tabulated results of the championship contest:

CHAMPIONSHIP RESULTS

PLACE	NAME	NET SPEED AT THE 200 RATE	NET SPEED AT THE 240 RATE	NET SPEED AT THE 280 RATE	AVERAGE ACCURACY
1.	Nathan Behrin.....	199.0	239.2	280.0	99.47
2.	Charles L. Swem.....	196.6	237.0	279.0	98.69
3.	Albert Schneider.....	197.4	236.8	275.4	98.36
4.	John F. Daly.....	199.2	235.8	273.8	98.17
5.	Solomon Powsner.....	196.0	234.8	276.2	97.92
6.	Neale Ransom.....	189.8	232.4	277.6	96.92

In the amateur contest a new young writer came to the lists and carried off the coveted
Amateur honors. Mr. Louis
Championship A. Leslie, the winner, is a Gregg writer, and notwithstanding the fact that he has very little experience as a writer, being engaged in other

work, he proved himself to be one of the most accurate writers to compete.

Mr. Martin J. Dupraw, probably the youngest contestant ever to compete in the international contests (he is but sixteen now) this year won first place among the professionals in the

**What Other
Greggites Did**

150 contest, as well as qualifying in both the 175 and the 200 contests.

Mr. Joseph Shaffer, another writer to come back, qualified this year on both the 175, winning second place therein, and on the 200, in which he won fifth place, with an accuracy percentage of 98.3. Mr. Shaffer has not been in the contests since 1914, when he retired to become private secretary to Mr. McAdoo, then Secretary of the Treasury and later Director General of Railroads.

Mr. Norman C. McKnight, another young Gregg writer, entered the con-

tests for the first time and qualified in the 150, the 175, and the 200 contests, which puts him among the fastest writers of the country.

Our readers will be interested to know that Miss Helen W. Evans, of Gregg School, the only teacher ever to qualify at high speeds in a national or international contest, again displayed her unusual skill on the 175 "take," making it with an accuracy rating of 97.5%.

A complete report of the contest will be found in the September issue of the *Gregg Writer*.



Teachers' Certificates

SINCE the last announcement the following teachers have been granted certificates of proficiency in Gregg Shorthand:

Sister Mary Leontina, C. P. P. S., Cleveland, Ohio

Elizabeth Marguerite Levie, Springfield, Mass.

Edith C. Lindell, Springfield, Mass.

Mary Ruth Line, Findlay, Ohio

Alvin E. Logan, Nashville, Tenn.

Elizabeth E. Loneragan, Springfield, Mass.

Florence Long, Pleasant Hill, Ill.

Imo Rene Love, Boulder, Colo.

Edwina B. Lucas, Springfield, Mass.

Laura M. Lynne, Chicago, Ill.

Helen M. MacLaughlin, Springfield, Mass.

Esther Magill, Harrisburg, Pa.

Bernice P. McClure, Springfield, Mass.

Gladys I. McClure, Springfield, Mass.

Helen McCoy, Fort Wayne, Ind.

Helen Gertrude McCoy, Alliance, Nebr.

Maude McElroy, Greenville, Tex.

W. G. McMahan, Dallas, Tex.

Gertrude M. Mason, Los Angeles, Calif.

Mabelle E. Meginn, Springfield, Mass.

Helen Constance Milkey, Springfield, Mass.

Margaret B. Miller, Birmingham, Ala.

Lottie M. Mills, Cornell, Ill.

Marie H. Minor, Oelwein, Iowa

Frances Mintier, Des Moines, Iowa

Anna Belle Modeland, Boone, Iowa

Maude M. Morrison, Lincoln, Nebr.

Sister M. Nazarene, Coeur d'Alene, Idaho

Helena M. Nevins, Springfield, Mass.

Anna J. Ohman, Moorhead, Minn.

Nora Christian O'Riley, Springfield, Mass.

Beatrice Miriam Michelman, Springfield, Mass.

Mabel M. Ott, Springfield, Mass.

Ruth Merrill, Waterbury, Conn.

Rose E. Paillet, Los Angeles, Calif.

Lucy O. Palmer, St. Joseph, Mo.

R. W. Parker, Springfield, Mass.

Florence Parsons, Waterbury, Conn.

Erie Marie Patterson, Fort Wayne, Ind.

Ruth Peckham, Springfield, Mass.

Lillian S. Perks, Ft. Madison, Iowa

Flora Hannah Phelps, Springfield, Mass.

Mrs. Hazel Phelps, Fort Worth, Tex.

Arline F. Pickett, Springfield, Mass.

Nellie B. Poundstone, Los Angeles, Calif.

Eleanor O. Pruen, Davenport, Iowa

Florence G. Quinn, Springfield, Mass.

Mary O. Ramsey, Springfield, Mass.

Alma Rhodes, Oklahoma City, Okla.

Amelia Rhea, Nashville, Tenn.

Grace Riffle, Fort Wayne, Ind.

Jane F. Rivers, Springfield, Mass.

Ruth Roberts, Springfield, Mass.

Nina Rogers, Lodoga, Ind.

Porter E. Rollins, Lyman, Wyo.

Joseph T. Romero, Santa Fe, N. Mex.

Veronica Scanlan, Los Angeles, Calif.

Lillian M. Schunck, Green Bay, Wis.

Marian E. Sevens, Springfield, Mass.

Marjorie E. Shattuck, Springfield, Mass.

Eva L. Shelley, Beatrice, Nebr.

Elsie A. Shorter, Lincoln, Nebr.

Rolande Herbert Richardson, Springfield, Mass.

A Unique Wordsign Contest

Shows Remarkable Progress of Part-Time Students

By Hubert A. Hagar

AN interesting feature of the closing exercises conducted by the Haaren Coöperative High School, New York City, in June, was the wordsign contest.

The 238 pupils were divided into seven sections. From each of the seven sections four pupils were selected by their respective teachers to represent the classes. The contest was conducted by Hubert A. Hagar, General Manager of the Gregg Publishing Company, who offered suitable medals and prizes for the winners.

The test was conducted in much the same way as the old-fashioned spelling bee except that the pupils spelled the wordsigns in shorthand.

After all the wordsigns had been pronounced a number of times, it was impossible to spell the class down, as only one pupil "took the count."

The test on wordsigns was then followed by a similar test on the words and phrases in the first ten lessons in the Manual and Markett's "Words and Sentence Drills." At the end of one hour nine pupils still survived.

The event was then decided by dictating to the nine survivors a letter of 120 words at the rate of sixty words per minute. The letter was new matter but involved no principles beyond the first ten lessons in the Manual.

Without leaving their seats the

pupils then transcribed their notes in longhand, with the result that Dora Yudewitz handed in a perfect transcript. Two others, Milton Spiro and Dora Egenberg, submitted transcripts with but one error.

To the writer, these results were remarkable. Here was a class of ninth year boys and girls—part-time pupils—able to write and transcribe accurately new matter at the rate of sixty words a minute at the end of one term!

Investigation showed that the pupils had not only been thoroughly drilled on the wordsigns, but that they had been taught to *think* in terms of shorthand, with the result that the pupils could *apply* the principles learned. In addition to the practice in writing and reading the outlines in the Manual, the pupils had been given an abundance of practice in writing new words from dictation and in *spelling words in shorthand*.

While imitation no doubt played an important part in the progress of these pupils, it was the constructive and thought-provoking instruction that made the work superior.

To the teachers, Mr. Frank J. Arnold, Miss Ray Singer, Mr. Herman Wolf, and Mr. M. H. Scheinbach, and to the chairman of the department, Mr. Harry W. Leyenberger, we offer our congratulations.



DORA YUDEWITZ
Winner, First Award

SCHOOL AND PERSONAL NEWS

Found in the Editor's Mail



JULY 15 Spencer's Business School, Schenectady, New York, was taken over by Mr. W. R. Hill, a certified public accountant from Hartford, Connecticut. Mr. Charles C. Guyett, who has conducted the school for a number of years, sold it in order to go into the real estate business in Buffalo, a step he has been contemplating for some time. Our good wishes are with both gentlemen in their new fields.

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Muncie, Indiana, High School, is opening this year without the familiar figure of Mr. John O. Winger in the commercial department. His many years of successful work as head of the department at Muncie assure a similar success at North Manchester College, North Manchester, Indiana, where he is now in charge of the commercial course.

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The Barrie Business College, Barrie, Ontario, has been purchased by T. W. Wauchope. Mr. Wauchope has been teaching this year at Albany Business College, Albany, New York.

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A recent letter from Mr. Fred G. Nichols, tells us that plans have been perfected for the publication of a magazine called Vocational Education, to be issued by the National Society for Vocational Education. The new magazine is to carry twelve or thirteen pages of commercial news notes, commercial book reviews, and

commercial articles, and the editors are especially desirous of receiving contributions describing successful experiments in commercial teaching methods. Mr. Nichols, of Harvard University, is to be assisted in editing the commercial section by J. A. Bexell, Dean of the School of Commerce, State Agricultural School, Corvallis, Oregon, and Mr. J. L. Holtsclaw, principal of the High School of Commerce, Detroit, and contributions from the different parts of the country should be sent to the nearest of the editors. Mr. Holtsclaw will handle the contributions from the central states, Mr. Bexell those from the extreme west, and Mr. Nichols those from the east. Dr. Snedden is editor-in-chief of the publication, which will be printed by J. Lippincott Company, of Philadelphia. The business office of the magazine will be at the headquarters of the Society, at 140 West Forty-second Street, New York City.

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We were glad to receive a letter and newspaper clipping the other day from Mr. J. E. Goodell, and to know that he has recovered his health and is back in business again, even though it is no longer the business of conducting a commercial school! Our readers will remember him as the energetic and capable president of Albuquerque Business College until a short time ago, when illness forced him to retire. Mr. Goodell is now owner and manager of Hotel Sheldon, El Paso, Texas, which he purchased last month. He has an interest, also,

SCHOOL AND PERSONAL NEWS

Found in the Editor's Mail

in the Waldorf Hotel at Dallas, and the Terminal Hotel at Fort Worth.

The Sheldon building was erected in 1888 by L. M. Sheldon, an eastern capitalist, as a four-story office building, but it proved a little ahead of the demands for office purposes, and was remodeled for hotel use in 1900. Hotel Sheldon has served noonday luncheons to Kiwanis and Rotary since their organization at El Paso, and in years past its cafe and cabaret has been known throughout the west (also its bar in the days before prohibition, the newspaper reporter adds, with an almost audible sigh!)

Mr. Goodell is planning extensive improvements, but will make no radical changes at present.

When you are in El Paso you will know where to hang your hat and find a royal welcome! And a chance to talk "shop," too, if you want, for Mr. Goodell is still interested in business school work and is keeping in touch with its progress through his friend J. D. Gilkey, of the International Business College, El Paso, whom our readers also know—through these pages, if not personally.

△ △ △

The Expert School, of Chicago, has secured Miss Harriet Eitelgeorge as a member of its faculty, and Churchill School, Chicago, Miss Gladys B. Huff.

△ △ △

A very small envelope found its way into our mail not long ago, testifying to the new happiness that has come to Mr. and Mrs. H. J. Dane, of Janes-

ville, Wisconsin. You've guessed, of course! His name is George Rough Dane, born July 8. And unless his mother's enthusiasm is confined to shorthand and typewriting contests only, George is likely to be an early entrant in a contest of his own class. We bet he'll be a prize winner, too!

△ △ △

Miss Gennette C. Davis has been appointed to teach in the Secretarial Department of the University of Vermont, this year. She is a graduate of Carlton College, and during the past year has been doing graduate work in the University of Minnesota Department of Business Administration. Her particular field of work will be the development of the courses in office management, secretarial methods, and filing, indexing, and cataloging.

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A fifty thousand dollar trust fund is being established by the National Federation of Business and Professional Women to help girls to attend commercial schools and take other business training. The establishment of scholarships for college and university graduates to enable them to undertake personal research and bring recognition to unusual work being done by business women of America will also be undertaken. These plans are a part of a national educational campaign to raise the standard of efficiency of business women outlined at the national convention held at Chattanooga this summer.

EDITORIAL COMMENT

On Sundry Topics

Minimum Essentials in English

MINIMUM Essentials in English is the subject of a very interesting article by Sophia C. Camenisch, published in the "Chicago Schools Journal" for February, 1922.

In the preparation of this article, Miss Camenisch made an exhaustive study of various committee reports on the subject of English teaching. Among the reports studied were the following:

New York City and State Reports
The Wisconsin Report
The English Journal Report
Inland Empire Report from Idaho
N. E. A. Report of Grammatical Nomenclature

Although there is a marked difference of opinion expressed in these reports as to what should be included in the high school English course, they are all agreed on the "Minimum Essentials" of such a course. A few of these essentials are:

1. A mastery of "Sentence Sense"
2. Emphasis on the distinction between the modal and non-modal forms of verbs
3. Emphasis on correct grammatical forms of words
4. An abundance of drill on the essentials
5. Agreement of subject and predicate
6. Correct forms of verbs
7. Correct use of possessives
8. Plurals of common nouns
9. Forms of pronouns
10. Distinction between adjectives and adverbs.

Naturally, as we read this article we were thinking all the time in terms of English for the commercial student. Everyone who has had any experience in teaching English to business college students, or to students in the business departments of the high schools,

knows how difficult it is to obtain results that can be measured. With such "skill" subjects as shorthand and typewriting, progress can be definitely noticed from day to day, but with English it is different.

Probably with no other subject is so much valuable time wasted as in the teaching of English. In no other department is there so much floundering with a subsequent lack of measurable results.

The sooner the teacher of English realizes that he cannot, in the short space of six months, develop Shakespeares or even effective writers of business letters on subjects about which the student knows nothing, the better it will be for the students in his charge.

The problem of the private commercial school teacher, as well as of the teacher of English in the commercial department of the high school, is one of *correction* rather than one of *construction*. It is practically impossible, in the limited time at the disposal of the English teacher in the commercial school, to do very much constructive work. On the other hand, much can be accomplished in the way of *correcting* the language of the students and in teaching them to *use more effectively the language already at their command*.

For longer courses the work should, of course, be of a more constructive type, but effective expression always presupposes a thorough grounding in the fundamentals—in the technique of the language. No matter how thorough their English training has been, the fact remains that the great majority of the students in our com-



EDITORIAL COMMENT

On Sundry Topics

mercial schools need this corrective instruction. To be effective, this must be followed by a sufficient amount of drill to fix the correct forms and principles.

First of all, teachers of English in secondary schools, in training students for positions in business offices, should remember that they will not, at the start, be required to write the letters or the advertisements of the firm.

On the other hand, they will be required to put on paper in correct form the words and sentences dictated to them. They will also be expected to know enough about the structure of the language to enable them to check up and correct the slips and errors of the dictator.

If teachers will confine their instruction to the essentials and follow this by a sufficient amount of drill in correct expression, they will get results that can be measured. By this we mean that students should be drilled on correct forms until their use becomes a habit. In transcribing letters from shorthand notes stenographers will often make errors that would not be made in original composition. In other words, his close concentration on the act of transcribing causes him to write the words as he has been in the habit of using them.

Students of business often ask to be excused from the special English training, on the theory that their previous training has made them proficient in the subject. These students may usually be made to see the necessity for additional training in English technique by submitting to

the proper kind of test. The first test should be given at the beginning of the course and should be followed by the other tests of the series at regular intervals. As the work progresses and the fundamentals are definitely learned and fixed, the teacher will find that one by one the common errors will be eliminated. To be effective, these tests should be reduced to as simple a routine as possible so as to avoid placing an unnecessarily heavy burden on the student and teacher.

After the student has learned to speak and to write correctly the words he already knows, there will be plenty of time for the more advanced or for the more constructive type of English instruction.

— H. A. H.



Obituary

C. D. Dumbauld

WHILE on a fishing trip, Mr. C. D. Dumbauld, for several years head of the commercial department in the Middletown, New York, High School, was drowned.

Mr. Dumbauld was a prominent figure in conventions of commercial teachers, particularly in the meetings of the Hudson Valley Commercial Teachers' Association.

He will be mourned by the many friends in the profession who held him in the highest respect and who had learned to look to him for advice in connection with their teaching problems.

University of California Summer Session 1922

By Elizabeth Starbuck Adams

THE annual Summer Session of the University of California ended on Saturday, August 5th, after a session of six weeks of intensive training. Teachers in great numbers attended in order to increase their professional knowledge. Courses in commercial and vocational subjects, Americanization, and countless other subjects were offered at the University to help them gain expertness in their special lines.

The faculties of the Summer Session included many men and women of science and letters. A number of instructors, in the Department of Economics, are well known in both the East and West.

Mr. Clyde Insley Blanchard, A. B., Director of Commercial Education and Practice and Business

Methods of Teaching Shorthand

Manager of the Berkeley Public Schools, who has been in charge of the commercial department of the University of California Summer Sessions for several years, gave a most excellent course on Methods of Teaching Shorthand.

In connection with that course he maintained, throughout the session, a group of small classes in which members of his Methods classes gave instruction under his supervision to high school students who had had very little previous shorthand training. Mr. Blanchard's classes were crowded, and his reputation as an efficient instructor was expanded into new and broader dimensions. During the Summer Session of 1920, Mr. Blanchard conducted classes in Gregg School, and became well known through his articles in *The Gregg Writer*, 1920-21.

Mrs. Ellenore K. Robbins, instruc-

tor in stenography, Chico High School, California, and Mr. Walter Clay Hyatt, head of the commercial department at Tamalpais Union High School, California, both gave unusually interesting courses in Gregg shorthand, and met with popular success, also.

Mr. C. E. Birch, Director of Commercial Education in the public schools of Lawrence, Kansas, gave a Methods class in typewriting. Demonstration classes were conducted in typewriting by teachers taking his course, and results were recorded that are a great credit to his skill as an instructor and as a supervisor of instructors.

Mrs. Mary M. Tomsen, Burbank School, Berkeley, California, and Mr. E. N. Shadwick, Sacramento High School, California, handled the elementary and advanced typing to the entire satisfaction of the student body. Efficiency and up-to-date methods made every hour show progress.

Mr. Frank Herbert Arnold, Supervisor of Writing, Spokane, held the close interest of large

Penmanship classes through the full six weeks by presenting the Zaner method of penmanship through the means of effective blackboard work, and story-telling methods of teaching writing.

A course in the handling of large volumes of office and accounting routine was offered by Miss Edna L. Kelley, instructor in office practice, shorthand, and typewriting at Marysville Union High School, California. This course was (Continued on page 18)

REPORTS OF CONVENTIONS

Of Commercial Teachers

Business Education Meeting at N. E. A.

Report by Hubert A. Hager

THE Department of Business Education of the National Education Association is to be congratulated on the success of the Boston meeting. The program was arranged by the president and vice-president, Clay D. Slinker, Director of Business Education, Des Moines, Iowa, G. F. Knipprath, head of the Accounting Department of the Omaha High School of Commerce, and by the chairman of the Program Committee, Raymond G. Laird, headmaster of the Roxbury High School, Boston, who presided.

The speakers and their subjects were as follows: Coöperation Between Civic Organizations and School Authorities, Karl F. Adams, principal of Lincoln High School, Seattle, Washington; Training of the Penmanship Teacher of the Next Decade, Bertha A. Connor, Director of penmanship, Boston Public Schools, Boston, Massachusetts; Placement Problems, Eleanor J. O'Brien, Department of Vocational Guidance, Boston, Massachusetts; The Next Steps in Commercial Education, Frederick G. Nichols, Harvard University; Putting the Short in Shorthand, Edina Campbell, Principal of the Hickox Shorthand School, Boston, Massachusetts; A Survey of Business Education as an Aid in the Preparation of the Commercial Curriculum, Paul S. Lomax, Director of Business Education, Trenton, New Jersey; Intensive Training for Business, George L. Hoffacker, head in-

structor of bookkeeping, Boston Clerical School, Boston, Massachusetts; Correlation of Commercial Course of Secondary Schools with Courses Offered in Collegiate Schools of Business, Charles F. Rittenhouse, C. P. A., Boston, Massachusetts.

As Mr. Lomax was unable to be present, his paper was read by Miss Isabel Craig Bacon, of Washington, D. C.

The officers elected for next year are:

President: E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

Vice-President: Miss Isabel Craig Bacon, Federal Board for Vocational Education, Washington, D. C.

Secretary: Mrs. Lesetta L. Erickson, Boston University.

Lack of space in this issue prevents our publishing any of the papers, but those of greatest interest to shorthand teachers will appear in subsequent issues.

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DeBear Schools Conference

A MOST attractive eight-page folder reached us from London just as the last issue was going to press, giving the program arranged for the Annual Conference of the De Bear Schools in England, held in Liverpool July 19 to 22. It is illustrated with cuts showing Bernard de Bear, president of this, the largest chain of business colleges in Great Britain, Harold L. Carrad, secretary of the schools, and a group of the "visitors"—Mr. Gregg himself, A. A. Bowle and E. W. Crockett, of the London office of the Gregg Publishing Company, and C. I. Brown and Harold H. Smith, of the Chicago and New York offices,

who are in England with Mr. Gregg conducting some special teacher-training classes.

You will be interested in comparing this English program with those of your own societies.

Programme

RECEPTION and DINNER - Exchange Station
Hotel
MEETINGS - The De Bear School, 17, James Street

Wednesday, July 19th.

(Exchange Station Hotel).

6.30 p.m. RECEPTION (Morning or Evening Dress)

7.0 p.m. DINNER. MR. DE BEAR, *Chairman*
Toast - "The King and the Royal Family"
"Our Schools: Past and Present"

MR. BERNARD DE BEAR
Toast - Proposed by Mr. HAROLD L. CARRAD
Seconded by Miss S. MIDGLEY

"Our Schools: Present and Future"
MR. JOHN ROBERT GREGG

"Our Guests" - THE CHAIRMAN
Responses by guests, as time permits
Announcement of results of Inter-Schools Contests

Toast - "Our Chairman"

Information and Announcements
MR. O. A. B. EWART (Liverpool)
Chairman of Reception Committee.

(Finish at 10.30)

Thursday, July 20th.

(The De Bear School, 17, James Street.)

Chairman: MR. BERNARD DE BEAR.

9.30 a.m. Assembly. (A motion picture will be taken, which it is hoped will be ready to be included in the Cinema "Twenty Centuries of Shorthand," see programme for Saturday.)

Address of Welcome.

Response: MR. T. D. SCULAR. (Glasgow).

SHORTHAND SESSION.

10.0 a.m. The Story of Gregg Shorthand.

MR. JOHN ROBERT GREGG

11.0 a.m. Shorthand Speed Demonstration.

MR. ERNEST W. CROCKETT.

NOTE.—In 1912, at the Business Exhibition in London, Mr. Crockett won the Junior Shorthand Championship, in competition with 24 writers of Pitman Shorthand. He enlisted in the Great War and was wounded. Afterwards he went to South Africa, and has recently returned to become one of the managerial staff of the British office of the Gregg Publishing Company.

11.30 a.m. General Discussion - Questions and Answers.

NOTE.—There is to be a general discussion after each special topic. It is earnestly hoped and expected that everyone present will take part in these discussions. In this way the utmost benefit will be derived from the proceedings. "Everybody knows more than anybody."

12.0 a.m. Announcement of plans for Prize Contests for each School and of National Contests for De Bear Trophies.

MR. JOHN ROBERT GREGG.

(Finish at 12.30.)

TYPEWRITING SESSION.

2.0 p.m. Typewriting Demonstration.
Methods of Teaching Typewriting, with Model Lessons.

MR. HAROLD H. SMITH (New York)

NOTE.—In the International Typewriting Contests in 1915, Mr. Smith wrote 126 words in a minute, net, for thirty minutes. He has conducted Teachers' Training Classes in Shorthand and Typewriting in the University of California, College of the City of New York, Gregg School, Chicago, and in many other institutions. For the past three years he has been the Head of the School and Educational Department of the Gregg Publishing Company for New York City.

3.30 p.m. General Discussion - Questions and Answers.

4.15 p.m. Shorthand and Typewriting Text-books. What? How? When?

MR. JOHN ROBERT GREGG.

Questions and Answers.

(Finish at 5 p.m.)

Friday, July 21st.

(The De Bear School, 17, James Street.)

Chairman: MR. H. L. CARRAD, B.A. (London).

GENERAL DISCUSSION.

9.30 a.m. "Book-keeping." Opening Speaker

—MR. JOHN McKECHNIE (London).

10.15 a.m. "English." Opening Speaker

—MR. L. OLIPHANT, B.A. (London).

11.0 a.m. "Practical Business Training." Opening Speaker

MR. F. KIRKLEY (Newcastle).

NOTE.—The opening speaker for each subject will be allowed fifteen minutes, and subsequent speakers five minutes each.

11.45 a.m. Description of the methods by which the largest chain of Business Schools in America was established and conducted.

MR. CHARLES I. BROWN (Chicago).

NOTE.—Mr. Brown is a nephew of the late George W. Brown, the founder and owner of the largest chain of business schools in America. Mr. Brown was associated with these schools, first as a teacher of shorthand and typewriting, afterwards as Principal of Schools—being assigned to the building up of the business of new or weak schools, in which work he was remarkably successful. After the death of his uncle, Mr. Brown became a special travelling representative of the Gregg Publishing Company, and in that capacity he has visited schools in all parts of the United States.

12.30 p.m. A Group Photograph will be taken.

(Continued on page 32)

Shorthand Gymnastics

By W. W. Lewis

Head of Theory Department, Gregg School, Chicago

EVERY time we stand before a beginning class in shorthand, we are reminded of our introduction to the gymnasium. Our first assignment was with the Indian clubs, and well do we remember the many cracks we gave ourselves before we mastered even the most simple drills, and then more cracks before we were able to do the fancy stunts. Ever remembering the old adage, "Time, patience, and perseverance will accomplish all things," we kept at it until finally we could go through the most difficult drills with perfect safety to our anatomy in general and our cranium in particular.

How painful it used to be to watch the beginner in shorthand execute the characters as if his fingers would be broken off before accomplishing the task. This put us to thinking, and we asked ourselves the question, "Why can't shorthand gymnastics be introduced to overcome this awkward, clumsy execution?" We found this could be done, and the results have been so encouraging that we are going to give you the benefit of some of the drills we use in our class work. The explanations and drills are printed here as presented to our students.

It is very difficult to tell you in words, how to practice the drills, as some of the vital points can best be brought out only by observing their actual execution. However, we shall do the best we can to make our explanations clear.

If you will give the drills presented careful, diligent, and enthusiastic practice, the writing of shorthand will become easy, your style will be improved to such an extent that it will be a pleasure to behold a page of your notes, and your speed will be limited only by the amount of well-directed study and practice you devote to your shorthand work.

The first essential in the development of skill in execution is the proper selection of pen and paper. We advocate a pen, *by all means*, for the same reasons that you would use a pen in practicing longhand. Whether you use a good fountain pen, or a steel pen, you should select one with reasonably flexible nibs and a rather fine point so that a light line is possible and the tendency to blur the small circles is eliminated. The paper should be of such a quality and surface as to take the ink readily and at the same time cause as little friction in the glide of the pen as possible.

A correct position at the table is essential. Sit erect, with both feet flat on the floor, the writing arm, from the elbow, resting on the table. The free arm should be used to steady the body and to hold the notebook in place and turn the pages as desired. In holding the pen, the fingers should be well arched and the pen brought well up on the point. The point of the pen should protrude about three-fourths of an inch from the intersection of the tip of the

thumb and the first and second fingers. The tip of the thumb and the first finger should meet squarely at the root of the nail of the second finger.

The first joint above the nail of the first finger should be arched out, *away* from the pen, and not permitted to be straight or curved *in* toward the pen. All the fingers should be curved naturally, touching one another, and the hand should glide on either the knuckle of the little finger or the nails of the third and fourth fingers. In our own writing, we glide on the knuckle of the little finger. The wrist should be arched up rather than dropped; that is, it should not be permitted to touch the paper or desk. Never allow yourself to grip the pen tightly, but keep every muscle from the shoulder to the tips of the fingers thoroughly relaxed. In fact, every muscle of the body should be relaxed and never permitted to become tense while writing.

Gregg Shorthand is based on the principles of longhand, hence we find the curved strokes are taken from the ovals written at different degrees of slant.

Any stroke that carries the hand from left to right should be made with a free swing of the hand, or what is commonly called "muscular movement." In order to get this swing, we begin our drills with an exercise for *gay*. Note how the stroke resembles the first and last strokes of the longhand letter *g*.

The following drill should be counted as you write, naming the get-away from the longhand letter, and for the remaining strokes of the drill, count 2-3-4-5.



Make the same number as contained in the drill and see that you use a free swing of the hand. Be sure that the pen leaves the paper before the motion of it stops; that is, that the terminating stroke is a fade-away. If you find a heavy spot at the end of the stroke, you may rest assured that you stopped the pen motion before lifting it.



Repeat the oval to the count, *gay* 2-3-4-5-6-7-8-9-10, following with the *gay* stroke in the same rhythm.

Do not waste time between the oval and the stroke. This is a caution you should observe in all practice. Go direct from one character to the next without waste motion. Do not twirl the pen in the air. See that your pen strikes the paper first at the left and leaves it at the right. In practicing the oval, remember the movement is more important than the form. In other words, be sure to get the swing and rhythm. Make the oval exceptionally long and the speed of the count sufficiently fast to force you to use the free swing.

The following continuation drill is written to the count, *gay* 2-3-4-5.



In writing the strokes separately, keep them close together. Be sure the pen leaves the paper before the motion stops, and go to the next without any flourishes in the air.

The absence of the dot at the end of your stroke will show that you have mastered the get-away, because the characters should taper towards the end—showing that your pen was moving on to the next outline before the motion stopped. Observe that while the stroke curves from the beginning, the greatest curvature is toward the termination. Observe also that the beginning and end of the stroke should be on a horizontal plane. Keep the stroke shallow in the continuation drill.



The count for the *K* oval should be a little faster than for *gay*, otherwise it is the same, *k*-2-3-4-5-6-7-8-9-10, following with the *k* in the same rhythm as the count for the oval.

Be sure to keep the oval short and that you use the muscular movement in its execution.



The continuation drill for *k* should be made to the count *K*-2-3-4-5-6-7-8-9-10.



In the alternate *k-gay* drill, be sure to keep the *k* very short and the *gay* very long.

It is better to make the *gay* three times the length of *k* than to make it less than twice the length.



(To be continued next month)



University of California Summer Session

(Continued from page 12)

given to high school teachers and those who expected to become office managers or business executives and wished to learn something about systematizing work and about making use of modern mechanical accounting equipment. The total value of laboratory equipment used for this course reached the \$30,000 mark and included the various appliances such as the Underwood Bookkeeping, and Fan-Fold machines; the Burroughs Calculators, adding, listing and book-keeping machines; the Monroe Calculator; Wales, Dalton and Remington accounting machines; the Mimeoscope, Mimeograph, Addressograph, and Protectograph; the Findex and Yawman & Erbe filing cabinets and supplies, and so forth. Some of the equipment was electrically driven and was very new in the way of improvements, adaptability to modern needs, and mechanical efficiency. Daily lectures were given during this course, most of them by representatives of the machines, together with expert demonstrators. However, several of the lectures dealt with problems of office management and business ad-

ministration, for the laboratory practice without the lecture program would have given but a narrow vision of the growing adoption of mechanical and automatic aids in the great business fields of the present day. Mrs. Frances Effinger-Raymond, manager of the Pacific Coast and Orient Office of The Gregg Publishing Company, was invited to lecture before these classes in office appliances and mechanical accounting, because her reputation in the West is unequalled as an expert organizer and manager and she could speak from years of practical, profitable experience. Mrs. Raymond's well-chosen remarks pointed out correlation of statistics to accounting; knitted the two sides of the course together in an illuminating and entertaining way, and contributed largely to the value of the lecture program.

There can be no doubt that the University of California Summer Session fulfilled its promise to develop the professional skill of those who attended, and that the commercial division sent its students away with wider vision and increased efficiency.



TEACHING ORDERS

Changes of Address of Commercial Teachers

UNDER this heading we run the names of teachers changing their location or address. It is for your information and that of your friends who desire to keep in touch with you

and to know of your success. Kindly notify the editor of the changes you make, giving the name of the school you leave and the one you are going to, for listing.

TEACHER	FORMER SCHOOL	PRESENT SCHOOL
R. G. Layher.....	High School, Lorain, Ohio.....	Wilkins High School of Commerce, Detroit, Mich.
Florence M. Lombard.....	High School, White Plains, New York.....	Passaic, New Jersey
Roy H. Paynter.....	School of Commerce of Ohio University, Athens (graduate).....	High School, Olean, N. Y.
Faye P. Devereaux.....	Secretarial School of Russell Sage College, Troy, N. Y. (graduate).....	The Gilbert School, Winsted, Conn.
Mildred Robinson.....	High School, Kittanning, Pa.....	Eastport, Long Island
R. H. Rohmeyer.....	Ann Arbor, Michigan.....	High School, Bloomfield, N. J.
Vera Morrell.....	Juniata, Pennsylvania.....	High School, Adrian, Mich.
Mabel R. Brubaker.....	Peru, Nebraska.....	High School, Clairton, Pa.
Erland Nelson.....	Providence, Rhode Island.....	High School, Comstock, Nebr.
Thomas H. Black.....	Illinois State Normal University (graduate).....	High School, Fort Smith, Ark.
William W. Meyer.....	High School, Deposit, N. Y.....	Township High School, Harvard, Ill.
Adah Brown.....	State Normal School, Indiana, Pa. (graduate).....	High School, Whitesboro, N. Y.
Ellen C. Coleman.....	Wilmington, Delaware.....	High School, Sheffield, Pa.
Rose G. Weber.....	State Normal School, Indiana, Pa. (graduate).....	Harrisburg, Pennsylvania
Ethel L. Mart.....	Bay Path Institute, Springfield, Mass. (graduate).....	Cambridge Springs, Pennsylvania
Lila I. Bradley.....	Brewster Free Academy, Wolfeboro, N. H.....	Pratt High School, Essex, Conn.
Mrs. Shirley Brown.....	State Normal School, Indiana, Pa. (graduate).....	High School, Roslyn, N. Y.
Josephine Eshelman.....	Lancaster, Pennsylvania.....	High School, New Castle, Pa.
George L. Watson.....	Marion, Massachusetts.....	Junior High School, Trenton, N. J.
Evelyn Inman.....	Old Town, Maine.....	High School, Bristol, Conn.
Ethel Davis.....	High School, Chester, Conn.....	High School, Lexington, Mass.
Harriet E. Packard.....	Edmunds High School, Burlington, Vt.....	High School, Stratford, Conn.
Marion I. Stone.....	Lenox, Massachusetts.....	High School, St. Albans, Vt.
John A. Murray.....	Wilmington, Delaware.....	High School, Long Branch, N. J.
Marie E. Bird.....		High School, Charleroi, Pa.
Rose G. Weber.....		Edison Junior High School, Harrisburg, Pa.
Mabel Kiser.....		High School, Barrington, Ill.
Anna S. Hill.....	Milton, Pennsylvania.....	High School, Bloomsburg, Pa.
Thelma H. Reed.....	State Normal School, Plattsburg, N. Y. (graduate).....	High School, Brandon, Vt.
K. W. Reynolds.....	English High School, Providence, R. I.....	High School, Poughkeepsie, N. Y.
A. R. Hammond.....	High School, Montpelier, Vt.....	Oahu College, Honolulu, Hawaii.
Lewis B. Clark.....		High School, Morristown, N. J.
Grace Richardson.....	Mankato Commercial College, Mankato, Minn.....	Scottsbluff, Nebr., Business College
Mrs. Laura Thorp.....		Winona Business College, Winona, Minn.
Maude Starrett.....	Lancaster, Wisconsin.....	Hartford Business Institute, Hartford, Conn.
Mary E. Dague.....	Greenfield, Massachusetts.....	The Collegiate Preparatory School, New Haven, Conn.
A. R. Covell.....	Hinckley, Maine.....	York High School, York Village, Me.

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

Getting the Right Start

By Joseph Gilbert Holland

The first great lesson a young man should learn is that he knows nothing and is nothing. Bred at home, he cannot readily understand that²⁵ everyone else can be his equal in talent and acquisition. This is a critical period of his history. If he bow to the conviction that⁴⁰ his mind and person are but ciphers, and that whatever he is to be and is to win must be achieved by hard work, there⁷⁵ is abundant hope for him. If a huge self-conceit hold possession of him, or he sink discouraged upon the threshold of fierce competition and¹⁰⁰ more manly emulations, he might as well be a dead man. The world has no use for such a man, and he has only to¹²⁵ retire or be trodden upon.

The next thing for him to learn is that the world cares nothing for him, and that he must take¹⁶⁰ care of himself. He will not be noticed till he does something to prove that he has an absolute value in society. No letter of¹⁷⁵ recommendation will give him this, or ought to give him this. Society demands that a young man shall be somebody, and prove his right to²⁰⁰ the title, but will not take this upon trust, at least for a long time: it has been cheated too frequently. There is no surer²²⁵ sign of an unmanly spirit than a wish to lean upon somebody and enjoy the fruits of the industry of others. When a young man²⁵⁰ becomes aware that only by his own exertions can he rise into companionship and competition with the sharp, strong, and well-drilled minds around him,²⁷⁵ he is ready for work, and not before.

The next lesson is patience, thorough preparation, and contentment with the regular channels of business effort and³⁰⁰ enterprise. This is one of the

most difficult to learn, of all the lessons of life. It is natural for the mind to reach out³²⁵ eagerly for immediate results. Beginning at the very foot of the hill, and working slowly to the top, seems a very discouraging process; and precisely³⁵⁰ at this point have thousands of young men made shipwreck of their lives. Let this be understood, then, at starting, that the patient conquest of³⁷⁵ difficulties is not only essential to the successes which you seek, but to that preparation of mind which is requisite for the enjoyment of your⁴⁰⁰ successes, and for retaining them when gained. It is the general rule of Providence the world over, and in all time, that unearned success is⁴²⁵ a curse. It is the process of earning success that shall be the preparation for its conservation and enjoyment.

The development which you will get⁴⁵⁰ in this brave and patient labor will prove itself in the end the most valuable of your successes. It will give you power and self-⁴⁷⁵reliance. It will give you not only self-respect, but the respect of your fellows and the public. (493)

Where Is Thy Sting?

By Charles L. Swem

PART II

My²¹²⁵ imperfect light was suddenly cut off, and the air became heavier. For a short space I was at a loss to account for what had²¹⁵⁰ happened, but it was soon very clear. The lid to my prison had evidently been fitted. I felt myself lifted up; more feet shuffled faintly²¹⁷⁵ on either side; and I was moving forward head first. I was impressed by the fact that my direction was downward and that I was²²⁰⁰ deposited some distance away from the room in which I had lain. A rasping sound struck my ears as

my bed was pulled over²²⁵⁵ a hard, wooden surface, and I was left alone.

There was a perceptible change in the atmosphere about me, from which I judged that the dampness²²⁵⁰ I now experienced was that of the night. Whether it was the same night as that on which I sat in my chum's room watching²²⁷⁵ the storm I had no means of knowing. There was no storm now raging. The night was silent. The time was undoubtedly many hours past²³⁰⁰; it may have been days, for who knows how long I was unconscious? Who but my captors? I wondered if *they* thought me dead. Had²³²⁵ they attempted to take my life, only to leave me in the helpless plight in which I found myself? Or was it a hoax, perpetrated²³⁵⁰ for I knew not what. No, it was too realistic, too natural for that.

I was again in motion. In the light of my recent²³⁷⁵ experience I concluded that my conveyance was a hearse—notwithstanding the uncomfortable journey it proved to be. It was surely not such a hearse as²⁴⁰⁰ I had been accustomed to seeing, a rubber-tired, ornamental and noiseless conveyance for the dead. My bones ached from the bumping and tossing which²⁴²⁵ they received with each jolt of the vehicle; and divers creakings and rattlings beneath me testified to an advanced state of disrepair. As I say,²⁴⁵⁰ I was curious. I remember every detail, however trifling. For what could be more trivial than a loose bolt in the hearse that bore me,²⁴⁷⁵ or the creaking of its boards?

I don't know how long I rode. It seemed like hours to my aching bones, but with a jerk²⁵⁰⁰ the conveyance came to a stop. The back of it was let open with a bang, and I was lifted out. From the incline of²⁵²⁵ my body I gathered that I was being carried up a series of steps. Presently I was set down, and all was quiet. I knew²⁵⁵⁰ I must be under a roof, for the air that somehow managed to penetrate my prison was warmer and closer, and there was a deadness²⁵⁷⁵ to the foot-

steps of my captors that suggested a well-carpeted floor. I wondered curiously where I had been taken and what would happen next.²⁶⁰⁰

I had not long to wait. With a suddenness that congealed the blood in my veins, the silence of my confinement was broken by an²⁶²⁵ awful roar. Another and another followed in quick succession, and I lay frozen, listening. What a terror the mere unknown has! I was listening to²⁶⁵⁰ the first thunderous notes of a pipe-organ. It required some seconds to collect my scattered senses, and then the music was in full swing.²⁶⁷⁵ I listened expectantly for the melody, reconciled to a dirge. But, no, whatever it was, it was *not* a funeral song. Of that I was²⁷⁰⁰ sure. I should have found relief in this conclusion, but I didn't. I was worried by the strangeness of it. There was something so odd,²⁷²⁵ so weird, about both the rhythm and the melody that I wished it were a dirge and that would end it. It resembled no Christian²⁷⁵⁰ tune that I had ever heard. If anything, it sounded pagan.

While I lay speculating on the music, another volume of sound was added to²⁷⁷⁵ the notes of the organ. So gradually did it come to my ears—beginning low and increasing in volume with each note—that I had²⁸⁰⁰ grasped its significance with almost the first note that sounded. It was a chorus of male voices, with the singers standing around me evidently in²⁸²⁵ a circle. I listened with a certain fascination. The music had taken the form of a chant. It was not the dull, lifeless monotone of²⁸⁵⁰ the melody alone that rendered the thing so bizarre to my ears; it was the burden of the song that increased my apprehension and at²⁸⁷⁵ the same time held me in sheer fascination. The words were at first a jumble of tone, but with the inevitable repetition of stanzas I²⁹⁰⁰ caught a phrase here and there that left me more at sea than ever. As nearly as my astonished ears could make it out, it²⁹²⁵ was a supplication to the *moon*! Such a hodge-podge I

had never heard in any circumstances. A heathenish rite—lurid pictures of which I²⁹⁶⁰ had read often, but which I believed existed only in the author's imagination—was the only thing I could liken it to. My head ached²⁹⁷⁶ from the mere effort to comprehend.

The music stopped, and I was thankful for the stillness that followed. It must have been a drug that³⁰⁰⁰ my head was full of. I found it impossible to think sustainedly, and my struggle with the music and the chant left me exhausted. I³⁰²⁵ don't know how long it was afterward, but I was aware that somebody was speaking, speaking in a foreign tongue. Ordinarily, I could at least³⁰⁶⁰ have told the family tongue it belonged to, but my brain was growing groggier than ever. I made no effort at all to understand. Sleepily,³⁰⁷⁶ I heard the speaker through what I now assume to have been my funeral sermon. Why it was delivered in Latin I can only guess³¹⁰⁰ now.

My drowsiness must have gotten the better of my curiosity, for I next remember a jolting and a bumping which left no doubt of³¹²⁵ what was happening. Again I was being transported somewhere. But where? My mind was fresher, and stimulated by the cool, damp air that penetrated my³¹⁸⁰ prison, I began a new, inevitable process of reasoning. I saw everything as it was. My curiosity had been but a deadening, an anesthetic, to³¹⁷⁶ my mind. I commenced to reason—and grew afraid.

There is no fear without imagination. We grow afraid when we know not and allow our³²⁰⁰ imagination to fill in the gap, and that imagination is the ready victim of all the witch lore of the ages. I was afraid, but³²²⁵ not all at once. Before I had time to appreciate the fulness of my reasoning—I had not completely thrown off the drug—things commenced³²⁵⁰ to happen. The conveyance stopped and I was lifted out. Still in the damp air, I was carried for an interminable dis-

tance, it seemed, but³²⁷⁶ for the life of me I could not tell whether I was going up or down. My body was inclined at one moment head up,³³⁰⁰ and then my feet would be tilted at such an angle that I felt the blood rushing in volumes to my head.

The feet around³³²⁵ me shuffled for a long time over stone or wood, and then they ceased altogether. I was startled by the trend of thought which this³³⁵⁰ fact suggested. They had left the road and were carrying me over damp wet earth! The vision of a lonely cemetery rose to my mind.³³⁷⁶ My heart sounded like a triphammer in the stillness.

Suddenly I was let down with a thud. Immediately there were some noisy preparations about me,³⁴⁰⁰ and somebody began to speak. A terror took hold of me as I recognized the words—a passage from the last funeral service over the³⁴²⁵ dead. "Dust to dust"—I struggled madly. I felt life returning to my numb muscles, and I strained against the lid to my prison, with³⁴⁵⁰ a cold sweat pouring from me and a red blur before my eyes. I felt that I would go mad.

The last thing I was³⁴⁷⁶ conscious of was being lifted slightly, and then began a slow, steady descent—and the sound of slipping tape beneath me. I was going down³⁵⁰⁰—down. I opened my mouth and went through the motion of speaking. I am told I let out a yell to wake the dead.

"For³⁵²⁵ the love of Mike, he's fainted!" I heard a voice say. I was aware of a blaze of light, of the strong odor of tobacco³⁵⁵⁰ smoke, and a hum of voices. Several healthy hands lifted me up to a sitting posture, and the hood was snatched from my head. My³⁵⁷⁶ eyes opened upon the tobacco-clouded room and a row of eyes peering bewilderedly into my own. It was as if my own features were³⁶⁰⁰ mirrored in each face. They stared at me as if I were a ghost. The very atmosphere was one of amazement.

"Who are you?" roared³⁶²⁵ a voice

in my ear, and the spell was broken. Everybody tried to talk at once. They lifted me out of my box and carried³⁶⁸⁰ me to a chair.

Who was I? How did I get there? Where was Jack Borden? To all of which I was dumb. I tried³⁶⁷⁵ to speak, but couldn't. I had myself some misgivings about who I was—I was as much interested in how I came there as they³⁷⁰⁰ could be—Jack Borden was my chum, and with the mention of his name the light began to dawn. Had I been mistaken for him?³⁷²⁵ What was it all about, anyway?

Then I learned. After a brief consultation among themselves, they placed me in the center of the group and³⁷⁵⁰ one of them explained. It was as I had but recently guessed. Sitting in his room alone, I had been mistaken for my chum, Jack³⁷⁷⁵ Borden, a sophomore in the medical school. In his stead I had been initiated—hazed—into the select fraternity of the college. With the assistance³⁸⁰⁰ of some potent drugs, a half-dozen co-eds and an undertaker, the thing was carried out according to Hoyle. And before the night was³⁸²⁵ over, although I had never been a collegian myself, I became a duly elected and full-fledged member of the Sigma Psi. (3847)
From All-Story Magazine, Copyright, 1920.

Lesson I

WORDS

Anneal, cackle, derrick, greed, tee (tea), hackney, inhere, mallet, retake, rattle, technique, mama, cremate, craggy, rennet, anemic, dealt, glade, trigger, teal, careen, lagged, kilt, hame. (24)

SENTENCES

I cannot well go in the rain. It will make me ill. Will Mary get the cream at the dairy? The elk will eat the²⁵ hay. I will meet him in the glen. Earl will take the helm. The tricky lad will not kill the wren. He cannot hit⁶⁰ the target. The miller would not

take our grain at the mill. Harry will treat him well. (66)

Lesson II

WORDS

Ash, avenge, bleed, relieve, vanilla, shrivel, edged, shirk, blemish, leash, chinchilla, fee, arbor, fragile, digit, camp, catalpa, creeper, lava, bailiff, elliptic, gravel, fiddle, jagged. (24)

SENTENCES

I will give him a check for the black cape. The bailiff would not get the fee. The sheep came in at the gap by²⁵ the birch tree. Please lift the heavy lamp for me. Will Mr. Sharp represent our lad in chapel? I shall wrap the fragile plaque for⁵⁰ the lady. Our fleet will be in the harbor. The giraffe cannot reach the leaf. (65)

Lesson III

WORDS

Clover, domain, frolic, grotto, robbed, gorilla, alcove, shamrock, marrow, vogue, hob, pop, hallow, ashore, talked, lobby, claw, clock, rainbow, anchovy, flogged, fawn, chronic, laughed. (24)

SENTENCES

Nora will row the boat on the bay. Paul will make a trough of the hollow log. On the whole, I believe the show will²⁵ be very good. I met him on the road from Jericho. John cannot dodge the ball. Our company will favor the plan. I told Dora⁵⁰ I would call for her after the ball. Our company will drill at the hall. He will put the lock on the door. (73)

Lesson IV

WORDS

Bouquet, cluck, cannon, buffet, equator, poodle, hammock, quiver, liquid, chubby, wiggle, bloodshot, nutshell, hover, recoup, juggle, Yegg,

roulette, uneven, upper, waffle, taboo, whimper, yelk. (24)

SENTENCES

Above all, keep cool. You can do much if you obey the judge. Shall we hear from you in a week? If not, where may²⁴ we meet you? Yes, you should give your reply by noon. Where will you look for the budget? One day we came upon a covey⁵⁰ of little quail in the moor. Have you read the book I bought for Eleanor? (65)

Lesson V

WORDS

Auction, annex, sickly, casks, spot, zone, embody, chorus, innovation, phosphate, boost, sylph, sponsor, valise, thrifty, zig-zag, safely, vision, width, swinging, clothes, pansy, skates, slogan²⁵, niece, toothpick, senate, caution, hoax. (30)

SENTENCES

His business takes him to the city every day. We will receive the goods real soon. Such a law will be passed at the next²⁵ meeting of our company. What was the cause of this explosion? We shall give them a long list of things they will need to get⁶⁰ when they go to the city. Is this the course you are going to take? We inclose Mr. Smith's letter in which he states his⁷⁵ talk will be very brief. (80)

Lesson VI

WORDS

Dime, allied, height, poisonous, guile, nigh, duet, bacteria, dive, ivy, climate, fuel, cloudily, creole, Elias, rescue, shiny, cayenne, mellowy, wiles, spiral, writhe, tube, towel, alias,²⁵ lilac. (26)

SENTENCES

All toil on the soil is not joy for the boy. The guide would not fight for the right. What is the area of this²⁵ lot? Wire me if you find out any-

thing about our trip to Siam. Few lions were caught in the trap. A crowd will go to⁵⁰ the boat. The phial is on this side of the chest. We could not find the cameo. The dial of the clock is unique. (74)

Success

He has achieved success who has lived well, laughed often, loved much; who has gained the respect of intelligent men and the love of little²⁵ children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy⁶⁰, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has always looked for⁷⁵ the best in others and given the best he had; whose life was an inspiration; whose memory a benediction. (94)

The Boy Who Learned

He was very young—about thirteen—this boy who spent most of his time in the studios watching the artists painting and wishing he could²⁵ do the same.

"What kind of pencils do you use?" he said one day; and they gave him one of the kind. That night he⁵⁰ tried to make a figure he had seen one of the artists draw—it seemed so easy. But he could not do the same kind⁷⁵ of work.

"Perhaps I haven't the right kind of paper," he reasoned. "I will get a piece tomorrow." Even the right kind of paper did¹⁰⁰ not help him any. "I need a studio and an easel," were his next conclusions. "I have the desire; surely, all I need now are¹²⁵ the necessary surroundings." A few years of impatient waiting passed before he secured the "necessary surroundings," and, when he had them all and still found¹⁵⁰ it impossible to draw, the truth dawned upon him. "I know now what is wrong," he cried, throw-

ing down his pencil; "I know nothing of¹⁷⁵ the principles of the art. I must learn them first."

He was still young when his name as a great painter was known on two²⁰⁰ continents. He had learned the "principle." A bit of brown paper and a burnt match would then enable him to draw as easily as all²²⁵ the art essentials.

This little story from a recent number of "Success," contains a lesson for the shorthand student who is always blaming his teacher²⁵⁰ or the system he writes.(255)

Key to O. G. A. Test Plate

Be sensible. Be wholesome. Be honest with yourself and you will be honest with others. Make the best of life. Smile and keep on smiling,²⁵ derive such pleasure from life as propriety will allow, study something every day, attend school, indoor or outdoor, somewhere, all the time. Never become too⁵⁰ old, too wealthy, too prominent, or too anything else to treat others as classmates.

Old chap, the world is your Alma Mater, the best one⁷⁵ you will ever have, and stake your last copper on the proposition that she is correct, okeh, and a mighty good place for a man¹⁰⁰ with horse sense to make his home, invest his money, and make a stir. (114)

Business Letters

INFORMATION ASKED AND GIVEN

(From *Constructive Dictation*, by Edward Hall Gardner, page 19, letter 1 and 2)

Mr. A. R. Carter,
154 Pierce Street,
Racine, Wisconsin.

Dear Sir:

The authority to decide what books are to be used in²⁵ the schools, concerning which you ask in your letter of November 9, is conferred by law upon the school board.

I believe the proper way⁵⁰ to proceed in this case is for the board to

hold a legal meeting, and at this meeting formally decide what books shall be used.⁷⁵ This decision may then be enforced.

Doubtless there will be no difficulty, but if I can assist you further, please let me know.

Yours very⁷⁵ truly, (76)

Mr. H. G. Skinner,
86 Covington Avenue,
Hoboken, New Jersey.

Dear Sir:

Your letter of June 12 raises a question about which there is²⁵ some difference of opinion in official quarters.

The Fourth Assistant Postmaster General has modified the ruling of the Post Office Department condemning chain letters so⁵⁰ that it will not affect those chain letters designed to encourage the sale of thrift stamps. Contrary to this, however, Secretary of the Treasury McAdoo⁷⁵ has stated that the Treasury Department is in no way responsible for these chain letters and, instead of encouraging their use, emphatically disapproves of them.¹⁰⁰

The State Council of Defense has seen no necessity for modifying in any way its action of nearly a year ago vigorously condemning the use¹²⁵ of chain letters in any form.

Yours very truly, (134)

The Touch System

By Henry Gallup Paine

(Copyright, 1909, by Associated Sunday Magazines Incorporated)

(Continued from the August issue)

Tommy²¹²⁵ Medford, having slept most of the afternoon, was early on hand for dinner with Carleton at seven, and declared that the meal was good enough²¹⁵⁰ to make up for the one he had missed the day before. He listened eagerly to his friend's account of the latest developments in the²¹⁷⁵ search for the leak in the office, and, while expressing his unlimited confidence in the immaculate integrity of the "little peach," appeared doubtful

at first²²⁰⁰ of the validity of Carleton's theory of the way the confidential correspondence had got out.

It was not until the two men had spent an²²²⁵ hour at what would have appeared to an outsider to be a variation of the game of anagrams or logomachy, that Medford looked up from²²⁵⁰ the sheet of paper and exclaimed:

"Johnny, you're a wonder! You've hit it! Congratulations to the little peach."

"Well, chief," Carleton said the next afternoon²²⁷⁵ as he entered the private office of the senior partner, "how did you like the way the market went for us to-day?"

Loring looked up²³⁰⁰ with a benignant smile. "The market went all right, John," he answered. "Dixon & Co. report that they bought for our account through several brokers²³²⁵ one hundred and ten thousand shares of Amazon Rubber under 40, some of it as low as 33-7/8, and I see²³⁵⁰ that it closed at 52-1/4 on a quick recovery. Looks as if you had stopped the leak at last. How did²³⁷⁵ you do it?"

"Yes, I found it," Carleton replied as he crossed the room and shut the door; "but I didn't stop it—yesterday. I²⁴⁰⁰ took advantage of it. We don't have to stop it. The other side will attend to that after a few more days like this. Still,²⁴²⁵ if you're in a hurry—" Hedrew some sheets of paper from his pocket, and, selecting one of them, laid it before his partner. "Cast²⁴⁵⁰ your eagle eye over that."

Loring picked up the creased and somewhat soiled page of typewriter paper and studied it with a puzzled expression. "I²⁴⁷⁵ don't see any sense to this, John," he said. "It's just a jumble of words—no, they aren't words at all. Just a mess of²⁵⁰⁰ typewritten letters, as if some one had been striking the keys at random."

"And yet," said Carleton, his eyes dancing, "that is just the sort²⁵²⁵ of random work that has cost the firm more than a hundred thousand dol-

lars—until this morning, when we got some of it back on²⁵⁵⁰ Rubber."

"Is it a cipher, John?" asked Loring. "I don't possess the key to it, if it is."

"Look at it closely, chief. It's a²⁵⁷⁵ letter. See, after the somewhat cabalistic address, it reads, 'Swll a,axpn ribbwe ahoe/ Bitton qill deop our tponoreo. implas a;;yoi jabe.' Can you make²⁶⁰⁰ it out?"

"No, can you?"

"It means, chief, that an enterprising firm of brokers has hired the room above mine, across the shaft from Miss²⁶²⁵ Marshall's, and has employed an expert typewriter operator to watch your stenographer's fingers through a field glass as she writes your letters. Miss Marshall uses²⁶⁵⁰ the touch system entirely. By constant practice, never looking at his own machine, but keeping his eyes fixed on the movements of her fingers, and²⁶⁷⁵ following their motions with his own on the keys of his typewriter, this keensighted young man was able to come somewhere near the sense²⁷⁰⁰ of the letters she was transcribing. Of course, he could not be sure to strike the exact key every time; but he often did, and²⁷²⁵ could generally hit one pretty near it, anyhow. Then, by studying the keyboard and picking out the letters that would make sense, he was able²⁷⁵⁰ to arrive at a pretty definite idea of what our orders were."

"Hold on a minute," interrupted Loring. "What's the principle of this touch system?²⁷⁷⁵ How does it work?"

"Why, the keyboard is conceived to be divided into eight parts, one for each finger, the thumbs being used for the²⁸⁰⁰ space bar, and the keys in each of these eight divisions, or groups, are always struck by the same finger, which, with practice, is soon²⁸²⁵ taught to select the proper one. The eyes of the operator, accordingly, need never be shifted from the copy to the keyboard. In the case²⁸⁵⁰ of an operator who follows the movements of the fingers of another operator, even if

he never touches the same key, he is bound, if²⁸⁷⁵ he uses the same finger to strike within the same division. Then, if the result does not make words that he can read, he has²⁹⁰⁰ only to set down under each letter all the other letters in that group, and to select such as do make words. The context will²⁹²⁵ aid him in selecting the words that were probably used, and so enable him to learn what the operator he is following has written. In²⁹⁵⁰ the only instance of that sort of work that has come under my observation, the operator very often struck the right key, which simplified the²⁹⁷⁵ translating.

"Take that first word on the sheet you are looking at, 'Swll,' for example. There is no vowel. E is next to W on³⁰⁰⁰ the keyboard. Substitute it, and you have 'sell.' 'A,axpn' comes next. The comma is obviously out of place, and M is alongside of it on³⁰²⁵ the machine. Try that. We now have 'Amaxpn.' Any schoolboy could put a z and an o in the next two places and get 'Amazon.'³⁰⁵⁰ 'Amazon ribbwe' looks as if it might be 'ribbon,' but it isn't. It's 'rubber.'

"You can work the whole thing out in the same way,³⁰⁷⁵ as the inquisitive young man on the floor above undoubtedly did on the sheets he took away with him last night. He probably thought the³¹⁰⁰ scrub lady who cleaned up his office would not care to spend the time to work out the puzzle, and so considerably left the original³¹²⁵ copies on the floor for me to pick up, with her innocent connivance.

"The apparently meaningless jumble of letters would then read, 'Sell Amazon Rubber'³¹⁵⁰ short. Bottom will drop out to-morrow. Unload all you have.' That is one of the letters Miss Marshall wrote for me yesterday. They went into³¹⁷⁵ my pocket and not into the mail, however. That made it easy for me to construe the copies; I had a 'pony.' Our astute friend³²⁰⁰ could not be certain that he was right every time; but 'sell' would be written on an en-

tirely different part of the board from 'buy,'³²²⁵ so he was safe enough on that score. Miss Marshall is a good operator, but not a very speedy one, so it was not so³²⁵⁰ difficult for him. He must have had a hard time guessing when it came to figures sometimes. A mistake there might prove pretty costly. By³²⁷⁵ the way, who was selling Amazon this morning?"

"The usual crowd. By the by, Warner tells me there is a report that Lessing & Co.³³⁰⁰ got badly squeezed to-day."

The senior partner cast a penetrating glance at the junior member of the firm. The junior partner met it with a³³²⁵ slow closing of his left eye. The senior partner pursed his lips.

"They may have received some misleading information," Carleton hinted. "Now, Miss Marshall prefers³³⁵⁰ to work in the outer office—"

Loring pushed the button on his desk, and the girl entered. "Miss Marshall," said he, "Mr. Carleton tells me³³⁷⁵ that you liked it better when your desk was outside. I have arranged to have it moved back to your old place."

The girl threw³⁴⁰⁰ a grateful glance at Carleton as she went back to her little room.

"Now, John, tell me the whole story. I'll never call you an³⁴²⁵ amateur detective again."

"It's strange to run up against Lessing in this way once more," Carleton concluded the narrative of his and Medford's adventures. "I³⁴⁵⁰ should have thought that his experience in college—but the man is a born crook, I'm afraid. It was the one best bet that the³⁴⁷⁵ man I was trailing went straight to Lessing's office yesterday when he walked upstairs. People don't do much stair climbing when there is an elevator³⁵⁰⁰ in the building. Besides, the pale, hatchet-faced young man with the panama hat reminded me surprisingly of a fellow named Morgan, a sort of³⁵²⁵ hanger-on of Lessing's at college. He was suspected, but was never proved guilty, of com-

plicity in Lessing's little affair—a sharp boy, who made²⁴⁵⁰ few friends, and faded away shortly after his patron's departure.

"I tell you, chief, there's something, after all, in knowing the 'touch system.' I studied²⁴⁷⁵ it because Dad thought it might be useful."

"It was something of a 'touch system,' wasn't it, John?" Loring suggested with a twinkle in his²⁴⁰⁰ eyes. "Now, if you'll excuse me, I want to dictate to Miss Marshall. That girl has a lot to thank you for."

"Well," replied Carleton,²⁴²⁵ "I like to keep in practice. It may be useful some day. As Dad says, it's well to have something to fall back on." (3649)

(The End)

The Typewriter as a War Machine

IMPRESSIONS SET DOWN FOR THE
ROCKY MOUNTAIN NEWS

By Thomas R. Marshall, Ex-Vice-President

I never was able to determine with any sense of satisfaction what it was that caused my detestation for war and all its horrors. My²⁵ religious principles may have had something to do with it, but men just as religious and far better than myself have buckled on the sword⁶⁰ and smitten for what they thought to be God and the right. There was Cromwell, with the sword in one hand and the Bible in⁷⁵ the other. I have had difficulty in reaching a conclusion whether false patriotism or false religion has shed the more blood.

I was a boy¹⁰⁰ during the war between the states, with relatives on both sides of the conflict. My family emerged from it practically desolate, and I have wondered¹²⁵ whether that fact was compelling in its condemnation of war.

In my salad days, when I was a student of Wabash College, I joined a¹⁵⁰ debating society, where the cause one advocated was not a matter of choice, but one of lot. My first debate was: "What has caused more¹⁷⁵ misery, war or intemperance?" and I

drew war. My mind was susceptible to influence and to the fixation of ideas. Perhaps that youthful experience left²⁰⁰ its mark.

It afforded me intellectual pleasure to study the development of the instruments of warfare. The Civil War had gone on two years before²²⁵ I gained any conception that all the men engaged in it were fighting. I thought only Grant, Sherman, and McClellan and perhaps, Lee, Jackson and²⁵⁰ Longstreet, actually fought. Trained by an old-fashioned Presbyterian mother, I had read how David and Goliath fought, while the armies stood by and looked²⁷⁵ on, and I supposed that the war between the states was similar. I visualized the generals in combat while the armies cheered. Not until neighbors³⁰⁰ of my father and mother began to come home in pine boxes did I learn differently. Long after the war I heard a private tell³²⁵ an officer that at Shiloh he was nearly scared to death. The officer asked him why he hadn't got behind a tree. The private replied³⁵⁰ that there weren't enough trees on the battlefield for the generals.

Century after century has seen the means of offense and defense constantly improved. The³⁷⁵ ancient knight of steel and iron was, perhaps, the most chivalric in the history of warfare, but he could not kill enough men. There is⁴⁰⁰ something of the wild animal in the make-up of humans. A taste of blood leads to a longing for more. So the ingenuity of civilization⁴²⁵ was taxed to enable a man to kill in numbers and at the same time to protect his own life. Man's ingenuity produced the machine⁴⁵⁰ gun, the submarine, the bombing plane, and poisonous gas for the destruction of mankind.

More destructive of humankind than any of these instruments, however, is⁴⁷⁵ the typewriter. Of all war-making and war-waging machines, it is the greatest.

When Sacco and Vanzetti were convicted of murder in Boston, three⁵⁰⁰

radicals procured typewriters and sent ammunition in the form of false charges to all parts of the world. Reds everywhere were urged to organize and⁵²⁵ make an assault upon the American government, its laws, its customs, traditions, and officials. These typewriters exploded a bomb in the American embassy at Paris.⁵⁵⁰ They stirred up riots before the homes of American diplomats in other capitals of the world.

These radicals, with their typewriters, did not ask that⁵⁷⁵ Sacco and Vanzetti be given means to enable them to prosecute an appeal whereby they might show that they had not violated American law. Their⁶⁰⁰ purpose was to spread lawlessness, anarchy and class hatred. No submarine ever did more injury to mankind than these typewriters. Whenever in America a typewriter⁶²⁵ becomes an instrument of warfare, it ought to be put out of commission.

I have no particular objection to a man being an anarchist. If⁶⁵⁰ he wishes to imagine that by denying the existence of law he can absolve himself from its penalties, that is his right so long as⁶⁷⁵ he grants to other men the right to believe in law and order, in the adoption of criminal codes, in the impaneling of grand juries⁷⁰⁰ to investigate violations, in the indictment of offenders and their trial in regularly constituted courts, and in the infliction of punishment in the event of⁷²⁵ conviction.

I have no respect for a church member who denies every principle which the church avows. I was always disgusted with the man who⁷⁵⁰ stayed in a political party but would not yield his assent to party principles. He is a contemptible member of a fraternity who wears its⁷⁷⁵ badge and sneers at the principles which it professes. The world is wide and there is room somewhere upon its surface where [men of like⁸⁰⁰ mind may foregather. We have no business to be deviling each other. We ought

to flock with birds of our own hue, feather and means⁸²⁵ of flight.

No difference how much a man may disagree with the civilization in which he lives, so long as it exists he must obey⁸⁵⁰ its laws or he must pay the penalties. Yaqui Indians tie a victim to a stake, and then tie a rattlesnake by a thong so⁸⁷⁵ short that it cannot strike the victim until the dews of night enable the snake to stretch the thong. This is horrible, but white men⁹⁰⁰ with knowledge of this custom are warned by the knowledge not to venture unprotected into the midst of such cruelty. Socialists are cognizant of the⁹²⁵ laws of the United States. We should not be vexed by their utterances and vicious conduct. If they want to try out their system, let⁹⁵⁰ them settle some little island of their own.

Throughout Germany there was disseminated propaganda to the effect that when in America Marshal Foch witnessed a⁹⁷⁵ scalp dance by western tribes of Indians at which were displayed to his gaze German scalps which had been taken in the great war. Of¹⁰⁰⁰ course, every American, every Englishman, every Frenchman, every Belgian, and every intelligent German knew that this was but a bit of typewriter falsehood. But how¹⁰²⁵ many Germans in the ordinary walks of life actually believed this falsehood to be the truth? Who can tell how much the conscience of the¹⁰⁵⁰ right-thinking German, disturbed by the inhumanity of his own army, has been soothed by his belief that this fiction was fact? Who can say¹⁰⁷⁵ how much more difficult this untruth will make the education of the next generation of Germans toward a different concept of government than that concept¹¹⁰⁰ which led them to believe that the state was a thing apart from the laws of God and the dictates of humanity?

The typewriter, as¹¹²⁵ an instrument of our modern civilization, is potential of untold good and of untold evil. Whosoever possesses himself of one should not look upon it¹¹⁵⁰ as a

Two Valuable Contributions to Shorthand Literature

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mere machine, but as a part of himself, and as man has no right to use his arm to the detriment of his¹¹⁷⁵ fellowman, he should not use his typewriter for lies, hatred and injustice. (1187) (Copyright, 1922, by Thomas R. Marshall)

Church vs. Print Studio

Cross examination of S. L. Church, in the case of S. L. Church versus the Print Studio. Mr. Rice, attorney for the complainant, and Mr.²⁵ Forbes, attorney for the defendant.

CROSS EXAMINATION

By Mr. Forbes

Q Where are you working now, Mr. Church?

A I am not working any special⁵⁰ place. I am doing a jobbing business.

Q For what concern?

A Not for any special concern, but for myself.

Q Aren't you working for⁷⁵ McShane? A No, sir.

Q Do you do any work at all for them? A No, sir.

Q Have you been doing any work for¹⁰⁰ them?

A I have delivered some material at various times, but not for compensation.

Q As a matter of courtesy?

A Yes, sir.

Q McShane¹²⁵ is the chief competitor of the Print Studio, isn't he?

A I believe not.

Q Are you a stockholder in that concern? A No, sir.¹⁵⁰

Q Now you stated on your examination that you bought a one-third interest in a partnership back in 1918. Did you think at¹⁷⁵ that time when you paid this one thousand dollars that you were really going into a partnership, or did you think you were going into²⁰⁰ a corporation?

A Into a partnership.

Q Were you ever, to your knowledge, a partner in the partnership enterprise that was conducted by Mr. Sloan²²⁵ and Mr. Peterson, prior to 1918? A No.

Q You were not? A No.

Q You did not receive any compensation from it other²⁵⁰ than the commissions which you got from making sales? A No, sir.

Q Isn't it a fact that what really happened was this, that when²⁷⁵ you decided to put some money in the company you three gentlemen came up to my office in room 1520, Harris³⁰⁰ Trust Building, and discussed the matter with me, and asked me what was the best thing to do, whether to conduct it as a partnership³²⁵ or to form a corporation, and I advised you to organize a corporation? Isn't that a fact?

A I believe we talked at my office³⁵⁰ previous to that.

Q Then after you talked there you came up to my office?

A We came up there and had some conversation.

Q³⁷⁵ Along the lines I have indicated in that question?

A Along the lines that you have indicated.

Q And I advised you, as I have⁴⁰⁰ indicated in my question, that the best thing to do was to organize a corporation, that is right, isn't it?

A I don't remember that⁴²⁵ that is just exactly the words, no. (432)

Short Stories in Shorthand

FORECASTING THE WEATHER

"Have you been touching the barometer?"

"Yes, mam. It's my night out, so I set it to 'fine'." (18)

SUSPENDED ANIMATION

"Oh, doctor, tell me quick!" moaned the fair patient, clasping her lap dog. "How sick am I? Is it California, Florida, or Europe?" (23)

JUDGED BY THEIR RECORDS

"How do you know what kind of people the Newcombs are if you have never met them?"

"I have heard their phonograph selections." (23)

SIGNS OF EXPERIENCE

Bobbie: My Father must have been up to all sorts of mischief when he was a boy.

Johnny: Why?

Bobbie: 'Cause he knows exactly what²⁵ questions to ask me when he wants to know what I have been doing. (39)

NOT WHOLLY TO BLAME

"Johnny," said his mother severely, "someone has taken a big piece of ginger cake out of the pantry."

Johnny blushed guiltily.

"Oh, Johnny!" she exclaimed,²⁵ "I didn't think it was in you!"

"It ain't all in me," replied Johnny; "part of it's in Elsie." (44)

CHANCE FOR PROMOTION

"I am a student, and would like to know if you could take me on as a bricklayer?"

"Bricklayer? No! We might start you as²⁵ an architect, with a chance of working your way up." (35)

A FOOLISH QUESTION

A small boy was scrubbing the front porch of his house when a lady called.

"Is your mother in?" she inquired.

"Do you think I'd²⁵ be scrubbing the porch if she wasn't?" was the rather curt reply. (37)

GETTING HER TRIPS MIXED

Mrs. Newrich was describing her travels to an envious audience.

"And have you been in South America?" somebody inquired.

"Many times," said Mrs. Newrich²⁵ rather bored. "In fact, I know it from end to end."

"Then, of course, you went up the Amazon?"

"No! As a matter of fact, I³⁰ didn't," said Mrs. Newrich, "but my husband went to the top. You know I never did care for climbing." (69)

De Bear School Conference

(Continued from page 14)

2.0 p.m. Motor trip to Old Chester.
High Tea at Chester.

Friday, July 21st.

(At School.)

EVENING SESSION.

Chairman: Mr. BERNARD DE BEAR.

7.0 p.m. From the topics suggested by Principals, the following selection has been made for general discussion:—

1. Preparing students for Public Examinations.
2. Methods of building up Evening Schools.
3. Placing students in positions.
4. How to increase enrolment of Boys.
5. Broadening and strengthening the Curriculum of Studies.
6. Extending the social and civic activities of the School.
7. The problem of teaching two different systems of shorthand, where necessary, while transition to one system is being effected.
8. Cultivating the goodwill, respect and co-operation of the business community and educational authorities.
9. What is the best arrangement of school hours, and division of periods of study of various subjects.

Saturday, July 22nd.

There will be two sections—a meeting for Executives and Principals, to discuss business matters and a meeting for Teachers to discuss teaching methods. The meetings will be held from 9 a.m. to 12.0.

PRINCIPALS' MEETING.

The topics discussed will include the following

1. School Management.
2. How to work towards standardization of the best methods of management and teaching—for the benefit of all.
3. Methods of securing new students:
 - (a) Attracting enquiries.
 - (b) Handling enquiries—personal or postal.
 - (c) Follow-up methods.
4. Methods of Advertising.
 - (a) General publicity.
 - (b) Local publicity.
5. Ways and means of developing closer and more effective co-operation between schools.

TEACHERS' MEETING.

1. Model Lesson in Shorthand.
 2. Summary of main points in each lesson in Gregg Shorthand.
 3. Model Lesson in Typewriting.
 4. Speed Practice in Shorthand and Typewriting.
- 12.15 p. m. Palais de Luxe Cinema:
"Twenty Centuries of Shorthand."